

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Constance S. Hall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name James Weldon Johnson College Preparatory Middle School

(As it should appear in the official records)

School Mailing Address 1840 West 9th Street

(If address is P.O. Box, also include street address.)

Jacksonville,

Florida

32209-5302

City

State

Zip Code+4(9 digits total)

County Duval

State School Code Number\* 1521

Telephone (904) 630-6640

Fax (904) 630-6653

Web site/URL www.duvalschools.org/jwjohnson

E-mail hallc@duvalschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. W. E. Pratt-Dannals

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Duval County Public Schools

Tel. (904) 390-2000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Betty S. Burney

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:                107     Elementary schools  
                                                                                                      28     Middle schools  
                                                                                                      0     Junior High Schools  
                                                                                                      19     High schools  
                                                                                                      12     Other  
                                                                                                     166    TOTAL
2. District Per Pupil Expenditure:               5399     
     Average State Per Pupil Expenditure:      8424

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 [ X ] Urban or large central city  
 [ ] Suburban school with characteristics typical of an urban are  
 [ ] Suburban  
 [ ] Small city or town in a rural are  
 [ ] Rural
4.     2     Number of years the principal has been in her/his position at this school.  
    3     If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	190	225	415
K			0	8	179	162	341
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	169	174	343				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1099</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 11 | % Asian or Pacific Islander        |
| 37 | % Black or African American        |
| 4  | % Hispanic or Latino               |
| 48 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	8
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	32
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	40
<b>( 4 )</b>	Total number of students in the school as of October 1	1137
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 1 %  
13 Total Number Limited English Proficient

Number of languages represented 4

Specify languages: Spanish, African, Urdu, Chinese

9. Students eligible for free/reduced-priced meals 15 %

Total number students who qualify: 165

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The method that James Weldon Johnson uses to determine free or reduced lunch status is based on the number of students who return forms requesting participation. The district average is 43.3%, and as a magnet school, we service students from all over the district, therefore we do believe that our percentage is greater.

10. Students receiving special education services:  $\frac{2}{21}$  % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>6</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>10</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>61</u>	<u>0</u>
Special resource teachers/specialist	<u>2</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support Staff	<u>19</u>	<u>4</u>
Total number	<u>88</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	99 %	96 %	96 %
Daily teacher attendance	93 %	92 %	93 %	92 %	91 %
Teacher turnover rate	18 %	14 %	18 %	16 %	21 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Increased teacher turnover rate is attributed to: the number of students being accepted into our Magnet program which varies from year to year based on the number of students who apply and the number of students accepted from the applicant pool; teacher transfers, retirements and relocations; fluctuations in the number of sections being offered and appropriate teacher certification.

## PART III - SUMMARY

---

At James Weldon Johnson College Preparatory Middle School for the Academically Talented and Gifted, we are preparing all students for tomorrow by offering challenging academics and creative learning experiences. We promote individual growth in a nurturing and cooperative environment by fostering a commitment to school and community. JWJ is a place where dreams are pursued and the magic happens in an atmosphere of high expectations. The students express it best when they say, 'Come and experience the magic that is JWJ where it is safe to be smart.' James Weldon Johnson College Preparatory Middle School, located in Jacksonville, Florida, currently houses 1101 students in grades 6-8: 343 6th graders, 415 7th graders, 343 8th graders. The enrollment by ethnicity includes 48% white, 32% black, 11% Asian, 4% Hispanic, and 4% other. Approximately 15% of the student population would be considered economically disadvantaged. The staff population consists of 65 full-time instructors and 4 school-based administrators and 10 support staff. Our teacher to student ratio is a school average of 22:1.

As a dedicated gifted and academically talented college preparatory middle school in Duval County, any upcoming 6th-8th grade student from 84 different elementary feeder schools in our county is eligible to apply for our magnet program. Students are selected by a lottery system with preference given based on various factors, such as active military, live in the community of the school, program continuity, sibling preference. JWJ consistently maintained a rating of A and met the AYP of No Child Left Behind.

JWJ offers a curriculum of advanced and gifted core classes with a full spectrum of electives and other extended learning opportunities. During their years in middle school, students study math, English, science, social studies, foreign language, health and physical education. Other offerings include web design, computer applications, TV production, research, dance, band, art, 3D Art, journalism, intensive reading, Jr. Great Books, or drama. Students have the opportunity to take early high school classes such as geometry, Algebra I, and Algebra II. Additional learning opportunities include: Trojan Academy, a weekly after school program for underachieving students, provides additional support in reading, math, and science skills; SEE, a summer enrichment experience that targets relationships as the students explore the city of Jacksonville; SPARK, a summer ramp-up program designed to strengthen reading and math; Boot Camp, a summer camp for incoming students who are new to the school, primarily 6th graders, to orientate them to the middle school setting.

Our school takes great pride in achieving and maintaining superior student achievement. Of schools that test at least 300 students per grade level on the Florida's Comprehensive Assessment Tests, JWJ is currently number one in Florida in Writing and Science with Reading and Math standing in the top 5 in Florida. The school was proclaimed 'top middle school in Duval County' by Governor Bush in 2005. Our students do all of this while consistently winning the District All Sports Trophy 11 out of the past 12 years.

Our school is supported, not only by the school staff, but also by involved parents and the community such as SAC (School Advisory Council), made up of parents, community members, teachers and school administrators; MOW (Men of Weldon), an active JWJ men's organization; and with a working membership of 100% the PTA (Parent-Teacher Association). The school welcomes volunteers as evidenced by logging over 2,738 hours yearly. The two websites [www.jwjpta.org](http://www.jwjpta.org) and [www.duvalschools.org/jwjohanson](http://www.duvalschools.org/jwjohanson) offer a monthly calendar, summer reading syllabus and homework site links. Parents, teachers, and the community together provide a strong support for enabling and empowering JWJ's diverse student population to develop their intellectual, emotional, and physical gifts.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1 Assessment Results:

The Florida Sunshine State Standards (SSS) articulate challenging content that Florida students are expected to know and be able to do. The Florida Comprehensive Assessment Test (FCAT) measures that success. The FCAT, administered in grades 3-11, contains two basic components: criterion-referenced tests that measure selected benchmarks from the SSS and norm-referenced tests (NRT) in reading and mathematics that measure individual student performance against national norms. As described on the Florida Department of Education website, <http://fcat.fldoe.org>, achievement levels based on both scale scores and developmental scale scores range from 1 (lowest) to 5 (highest). Level 1 students have little success with the challenging content of the SSS whereas Level 5 students have success with the most challenging content of the SSS and answer most of the test questions correctly, including the most challenging questions. 'Meeting the standard' is a term that refers to students whose scores includes achievement levels 3, 4, and 5, while the term 'exceeding the standard' identifies students whose scores include achievement levels 4 and 5.

James Weldon Johnson College Preparatory Middle School traditionally tests 100 % of the student body with an average over the last five years on the state criterion based test for the years 2002-2007 of 87% of the students meeting the standard in Reading and 86% of the students meeting the standard in Mathematics. Of the students meeting the standard in Reading, 51% exceeded the standard, 54% of the students exceeded the standard in Math exceed the standard.

In looking at the subgroups White, Black, Asian, and Economically Disadvantaged the statistics indicate that all of the subgroups made considerable gains over five years in 8th Grade Reading. Although disparities appear to show gaps in achievement among the subgroups, when we look at the state of Florida, African Americans have made the most progress nationally as a subgroup. Our data reflects the percentage of students in the subgroup Black who met the standard in Reading, increased over 5 years from 64% to 72%. Additionally, school-wide data shows in 6th grade an increase from 73% to 81% and 7th grade an increase from 76% to 87%.

The Math results also show similar results for the subgroup Black with progress in 6th grade from 55% to 65% meeting the standard, 7th grade from 63% to 87%, and 8th grade from 80% to 89%. Comparing the entire school to the subgroup Black over the five years yielded the following dramatic results: In 2002 the percentage of the entire population meeting the standards in Reading is 84% while the Black subgroup achieved at 71%, in 2007 the percentage of the entire population meeting the standards in Reading is 90% and the Black subgroup achieved at 80%. Even more dramatic are the results in Math. In 2002 the percentage of the entire population meeting the standards in Math is 82% and the Black subgroup achieved at 66% in 2007 the percentage of the entire population meeting the standard is 90% and the Black subgroup is 80%. This shows a remarkable improvement and a closing of the achievement gap between the entire population and the subgroup Black.

A steady increase in students exceeding the standard on the state criterion referenced test in Reading is noted. In 2002 an average of 50% of the students exceeded the standards in Reading in 2007 an average of 55% of the students exceeded the standards in Reading. Subgroups White, Black, Asian, and Economically Disadvantaged all increased in the numbers of students exceeding the standards. For example, the Economically Disadvantaged Subgroup moved from 70% exceeding the standard in 2003 to 79% exceeding the standard in 2007. The Black Subgroup moved from 20% exceeding the standard in 2003 to 39% exceeding the standard in 2007. Historical data shows minority students have shown significant gains in math and reading with students meeting or exceeding the performance of students nationally.

### 2. Using Assessment Results:

In order to fulfill James Weldon Johnson College Preparatory Middle School's mission to prepare all students for tomorrow by offering rigorous and relevant instruction today, the school uses testing data and the annual Climate Survey (anecdotal information gathered from students, parents, teachers, administrators and community members) to drive all instructional school-based decisions. Before the school year, the school Leadership Team and SAC examine the overall data and analyze the disaggregated data in order to make instructional goals for the School Improvement Plan. Any areas of deficiency become target areas for curriculum and instructional improvement, climate, and faculty professional development.

The findings of the assessment results determine the master schedule and extended learning opportunities. Instructional outcomes have resulted in the formation of curriculum scope and sequence guides, intensive math classes for our lower 25 %, higher math classes Geometry and Algebra II for accelerated students, a research and study skills class for incoming 6th graders, pre Advanced Placement Reading Strategy class for the entire population, additional fine arts electives such as 3D art and dance, and e-learning labs from Florida Virtual School for Latin I and Web Design I. The data determines the professional development plan for the faculty. For example, improving the number of students who exceed the standards became a goal five years ago. Since then professional development has focused on this goal to make instruction more rigorous and relevant.

Lastly, the data is presented to teams (small learning community of 4 teachers) and individual teachers to analyze and incorporate into their instructional plans for the year.

### **3. Communicating Assessment Results:**

James Weldon Johnson communicates assessment results to parents, students and the community. Not only does the school share monthly reports with the parent organizations of SAC, PTA, and MOW (Men of Weldon) but JWW also provides assessment results through its monthly parent information nights organized by the Guidance Department, the 5 Open House Nights, newsletters, and publications carried in the city's newspaper, The Florida Times Union.

Students receive on-going interim assessment reports every 4 1/2 weeks through school-wide progress reports and district report cards (every nine weeks). The Guidance Department schedules conferences with students who are performing below average where their assessments are explained and improvements suggested. For students on academic probation the Academic Review Team (principal, assistant principals, guidance counselor and teacher) further reviews the student's academic plan. In addition, teachers regularly set aside time for parent conferences to discuss student progress. At the end of the year the student is mailed a state generated report on the individual FCAT scores with explanations of the year's performance results compared with past years' results, as well as comparisons to other students in the state of Florida, and the nation.

Furthermore, teachers record daily, weekly, and quarterly class and homework assignments on Schoolnotes.com or individual teacher websites and use a computer generated program, GradeQuick, to report student academic progress. In fact, selected teachers are piloting a program, www.snapgrades.com, where students and parents can access student grades on individual assignments as well as class and team trends.

### **4. Sharing Success:**

The JWW staff annually visits 10-12 of our elementary feeder schools and both of our high school feeder schools, not only to gather information that keeps us vertically aligned, but to also communicate the highlights of our year. Last year all of our 6th grade teachers visited 4 of our tiered, feeder elementary schools while selected teachers shared our successes with the PTA's of the other 10 schools. All of our 8th grade students and teachers visit the two feeder high schools where our program is shared. Tours of our school in January and February provide a platform to share our programs and activities.

Many schools have sought the school's guidance as they worked to instill higher expectations in their curriculum. Local colleges and universities use our school for placement of student interns because of our dedicated mentor instructors. Our administrators, instructional coaches and teachers have provided specific ongoing assistance to our partnered school, Northwestern, a low performing school in our district, in hopes to initiate rigor in their programs. The school has mentored intensive reading teachers, provided JWW generated writing plans and booklets, and provided administrative suggestions. JWW has shared the reading success of having 80% of the students read 1 million words and helped implement the program in three middle schools in our district. We have helped six other schools implement our writing strategies through professional development and provided our writing plan and booklets.



## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

All core classes at James Weldon Johnson College Preparatory Middle School are advanced and adhere to the Florida Sunshine State Standards and the Duval County district requirements. The JWJ philosophy is that all students can meet high expectations for academic performance when they are taught to high standards.

In a standards-based advanced English Language Arts course, students learn a variety of increasingly complex reading strategies that enable them to read complex reading texts draft, revise, and edit expository and persuasive writing that is focused, organized, detailed and insightful participate in classroom discussions using Socratic dialogue. At JWJ the reading, writing and speaking standards are employed school wide in every content area.

The advanced mathematics curriculum incorporates problem solving techniques which encourage student discourse, student autonomy and initiative. The use of manipulatives helps to teach concepts and support understanding. The school offers Advanced Math I, Pre-Algebra, and Algebra I to students. Students in the gifted program who excel in math Pre-Algebra, Algebra I, Geometry, and Algebra II are offered.

Advanced science instruction at each grade level incorporates the 5 E's Instructional Model that is hands-on and laboratory based. Every student prepares a science project at every grade level.

The Social Studies advanced curriculum engages students in the study of geographic, political, social, and historical concepts and issues in the 6th grade World History class in 7th grade, the study includes the geography of the world and in 8th grade the curriculum is U.S. History until 1880. At JWJ the Social Studies Department weaves reading, writing, speaking, and critical thinking into the curriculum preparing students to conduct independent research on selected topics and present reenactments of various historic events which culminates in the annual school, state, and national History Fair.

World language instruction is an integral part of the curriculum with over 50% of the students receiving instruction in Spanish, French, and Latin. Comprehensive foreign language instruction helps the students to communicate in another language and to learn about the cultures of others in order to better understand the world. Students are able to complete one year of foreign language high school credit during their middle school years.

Along with world languages, students may choose from an array of electives including art, 3D Art, band, dance, drama, journalism, computer applications, web design, TV production and broadcasting.

### **2b. (Secondary Schools) English:**

The English department's curriculum is designed to meet and exceed the standards established by the state of Florida for middle schools. Students are expected to develop a repertoire of reading comprehension strategies to enable them to comprehend complex fictional and nonfictional texts. Students are expected to develop a bank of writing strategies to aid them in writing expository and persuasive essays as well as literary critiques.

An ER (Explore Reading) program, a daily thirty minute reading program developed by James Weldon Johnson Middle School, has been established to expose all students to Advanced Placement complex skills and reading strategies to increase student reading performance on assessments and help each student as they transition into Advance Placement courses in the high school setting.

Students who need help in meeting the standards and who read below grade level are extended learning opportunities through Trojan Academy, a daily Intensive Reading course, and the Summer Spark program. Trojan Academy, a weekly program, provides support in small groups for below grade level readers. The Intensive Reading course is offered for any student who receives a Level 1 or Level 2 on the FCAT Reading Test, or considered disfluent.

### **3. Additional Curriculum Area:**

The mission of James Weldon Johnson College Preparatory Middle School is to 'prepare all students for tomorrow by offering challenging academics, and evidence of the math department exemplifying this challenge is noted in the state's statistical standing of consistently being in the top five middle schools in the state in mathematics. JWW accomplishes this by extending learning opportunities to students who are struggling to meet the standards as well as those advanced and exceeding the middle school standards and requirements. For struggling students the school offers a weekly after school Trojan Academy for Math, a daily Intensive Math course, and a summer Spark program. For those who need the challenge, students are given early high school opportunities of Geometry and Algebra II.

The Mathematics Department concentrates on curriculum that requires the students to engage in more abstract reasoning, planning, analysis, judgment, and creative thought. Skills required include: performing a procedure having multiple steps and multiple decision points solving a non-routine problem in more than one way generalizing an algebraic or geometric pattern providing mathematical justification formulating a mathematical model for complex situations formulating an original problem, given a situation. An advanced curriculum with extended learning opportunities through after school math clubs and competitions and higher expectations for all students helps the students' mathematics' scores rise to the occasion.

### **4. Instructional Methods:**

Teachers at James Weldon Johnson College Preparatory Middle School know that after curriculum planning another major component needed to improve student learning involves the right combination of instructional methods. Research based instructional best practices include standards based instruction. Not only do the teachers define the content standards but also the benchmarks which becomes the learning map. This includes defining how students will be able to show that they have met the standard, planning lessons which will aid all students in reaching the standard, assessing whether students have learned the content in the standard, re-teaching until all students do learn the content and reporting student progress in terms of how well they know the content in the standards.

Another instructional method used, grounded in constructivism, is a learner-centered approach which involves instruction where the teacher is a facilitator or guide as the learners construct their own understandings. The Socratic dialogue is used in all of our disciplines, but primarily in Language Arts, to encourage thinking skills. This instruction allows learners to increase interpersonal skills. Problem-based Learning and Inquiry Learning, used predominately in math and science, involves the teacher giving the student a problem where inquiry must be utilized to solve the problem. Finally, another method used that promotes active participation, individual accountability, student's ability to work cooperatively, and improvement of social skills is Cooperative Learning. The combination of these methods coupled with engaging instructional strategies help to improve student learning.

### **5. Professional Development:**

James Weldon Johnson College Preparatory Middle School's Professional Development is designed to improve student achievement. One main focus has been writing across the curriculum. Training in writing, 'Writing the JWW Way' provides core and elective teachers practice in using writing rubrics to analyze writing. School wide common assignments have given teachers the opportunity to score writing using the JWW Writing Rubric. The professional development workshops on writing has resulted in higher scores. In 2004 the school average was 4.7 out of 6.0, in 2007 after the workshop, the average was 5.0 out of 6.0, the highest in the state of Florida for schools that test 300 or more students. Another professional development opportunity for staff includes, Rigor, Relevance, and Relationships training, which resulted in gains in Reading. During the workshop, teachers revisited the scope and sequence of their curriculum, increased the rigor of instructional methods and curriculum, and upped the reading levels of materials. As a result, students exceeded the standard in Reading on the state FCAT showing gains in the last 5 years. The 6th grade population increased from 83% meeting the standard in 2004 to 91% meeting the standard in 2007. Similar gains were measured at 7th and 8th grade.

# PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 6 Test Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year 2001-2006 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	91	87	90	83	87
% "Exceeding" State Standards					
FCAT Levels (4-5)	62	62	54	44	53
Number of students tested	378	343	407	433	428
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	96	94	97	97	93
% "Exceeding" State Standards					
FCAT Levels (4-5)	78	75	75	64	64
Number of students tested	169	171	184	196	216
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	81	79	80	68	73
% "Exceeding" State Standards					
FCAT Levels (4-5)	39	48	28	20	32
Number of students tested	125	118	149	166	152
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	79	76	83	70	77
% "Exceeding" State Standards					
FCAT Levels (4-5)	39	45	35	27	39
Number of students tested	68	62	83	107	103
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	98	78	88	86	93
% "Exceeding" State Standards					
FCAT Levels (4-5)	77	54	50	54	63
Number of students tested	43	32	51	41	30

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	84	82	74	76	77
% "Exceeding" State Standards					
FCAT Levels (4-5)	56	47	37	35	43
Number of students tested	378	342	406	433	428
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	93	92	90	96	90
% "Exceeding" State Standards					
FCAT Levels (4-5)	67	58	51	50	56
Number of students tested	169	171	183	196	216
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	65	67	48	49	55
% "Exceeding" State Standards					
FCAT Levels (4-5)	28	24	16	15	16
Number of students tested	125	117	149	168	152
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	62	63	53	51	65
% "Exceeding" State Standards					
FCAT Levels (4-5)	37	27	15	13	21
Number of students tested	68	62	83	107	103
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	95	91	88	95	96
% "Exceeding" State Standards					
FCAT Levels (4-5)	81	63	54	56	86
Number of students tested	43	32	51	41	30

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	93	93	91	86	88
% "Exceeding" State Standards					
FCAT Levels (4-5)	59	63	54	51	54
Number of students tested	335	388	365	389	383
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	97	97	98	90	94
% "Exceeding" State Standards					
FCAT Levels (4-5)	71	74	72	61	64
Number of students tested	174	180	178	198	217
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	87	86	81	76	76
% "Exceeding" State Standards					
FCAT Levels (4-5)	37	41	37	29	36
Number of students tested	105	131	122	128	120
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	77	93	84	80	81
% "Exceeding" State Standards					
FCAT Levels (4-5)	40	48	38	34	41
Number of students tested	46	57	50	83	72
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	91	92	88	90	94
% "Exceeding" State Standards					
FCAT Levels (4-5)	59	69	66	66	54
Number of students tested	32	52	41	33	35

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	92	89	91	84	81
% "Exceeding" State Standards					
FCAT Levels (4-5)	70	58	61	50	48
Number of students tested	335	388	365	390	384
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	96	97	97	90	89
% "Exceeding" State Standards					
FCAT Levels (4-5)	70	73	77	62	58
Number of students tested	174	180	178	198	218
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	87	76	80	71	63
% "Exceeding" State Standards					
FCAT Levels (4-5)	35	33	33	21	24
Number of students tested	105	131	122	128	120
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	85	84	86	77	76
% "Exceeding" State Standards					
FCAT Levels (4-5)	37	36	44	27	37
Number of students tested	46	57	50	84	72
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	97	96	98	94	94
% "Exceeding" State Standards					
FCAT Levels (4-5)	69	73	75	75	57
Number of students tested	32	52	41	33	35

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	87	86	84	80	79
% "Exceeding" State Standards					
FCAT Levels (4-5)	46	42	37	43	45
Number of students tested	382	362	341	365	358
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	92	95	89	82	89
% "Exceeding" State Standards					
FCAT Levels (4-5)	46	56	47	52	57
Number of students tested	185	180	183	212	187
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	72	74	76	74	64
% "Exceeding" State Standards					
FCAT Levels (4-5)	24	25	15	19	25
Number of students tested	123	118	100	104	111
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	70	69	78	73	66
% "Exceeding" State Standards					
FCAT Levels (4-5)	22	18	17	32	27
Number of students tested	50	39	54	62	53
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	98	83	82	81	73
% "Exceeding" State Standards					
FCAT Levels (4-5)	57	38	39	55	43
Number of students tested	51	42	33	36	47

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
FCAT Levels (3-5)	96	95	96	92	88
% "Exceeding" State Standards					
FCAT Levels (4-5)	75	70	60	54	47
Number of students tested	382	362	341	363	358
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. WHITE					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	99	98	98	97	93
% "Exceeding" State Standards					
FCAT Levels (4-5)	86	82	69	65	63
Number of students tested	185	180	183	210	187
2. BLACK					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	89	88	90	82	80
% "Exceeding" State Standards					
FCAT Levels (4-5)	50	45	35	31	17
Number of students tested	123	118	100	104	111
3. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	92	90	94	87	81
% "Exceeding" State Standards					
FCAT Levels (4-5)	54	57	39	42	19
Number of students tested	50	39	54	62	53
4. ASIAN					
% "Meeting" plus % "Exceeding" State Standard					
FCAT Levels (3-5)	98	100	97	100	87
% "Exceeding" State Standards					
FCAT Levels (4-5)	90	91	78	61	53
Number of students tested	51	42	33	36	47